

Making a Difference: Changing Nursing Students' Global Beliefs

Dr. Christine Argenbright PhD RN
James Madison University
Harrisonburg, Virginia
United States



Disclosure Statement

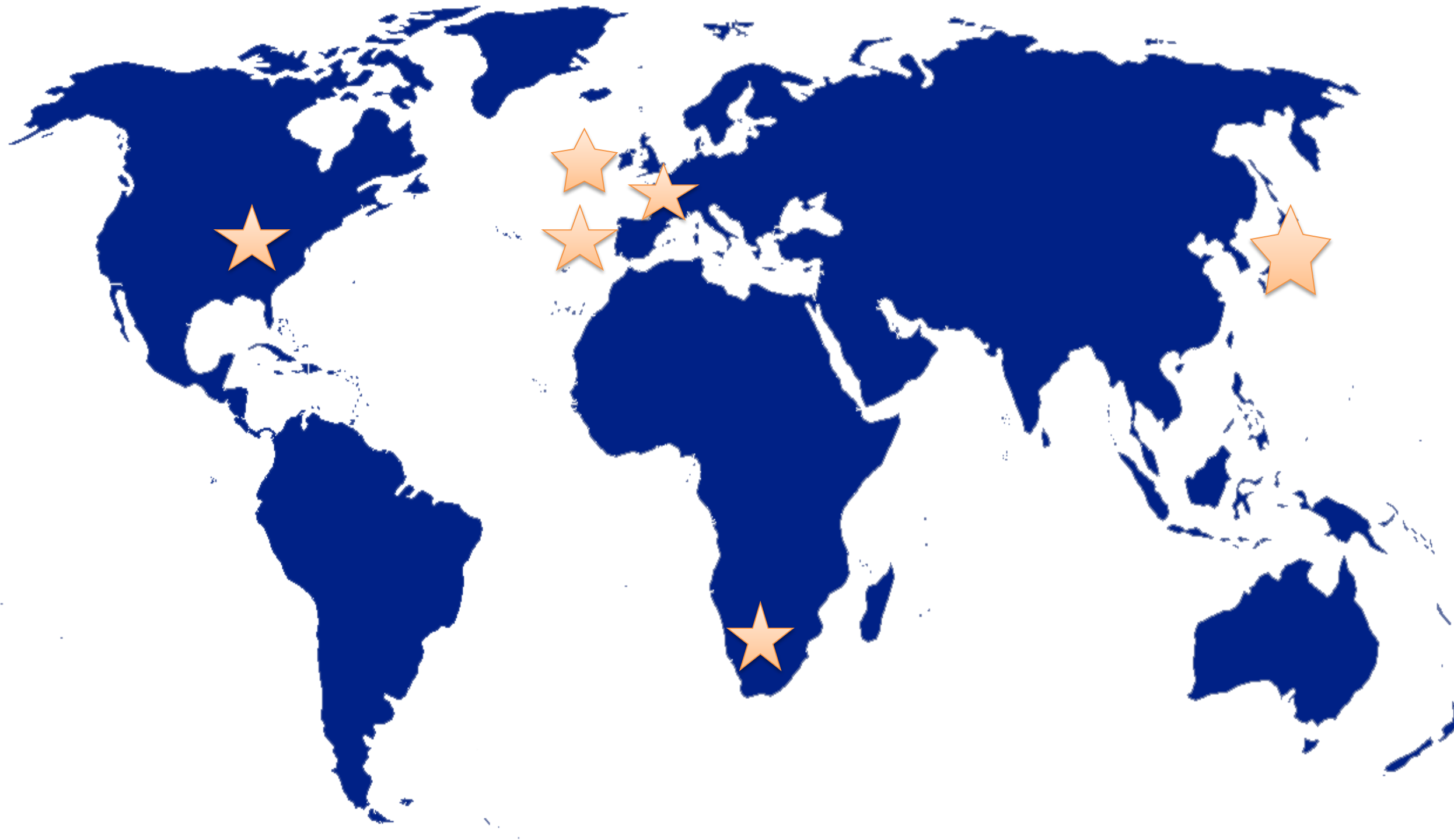
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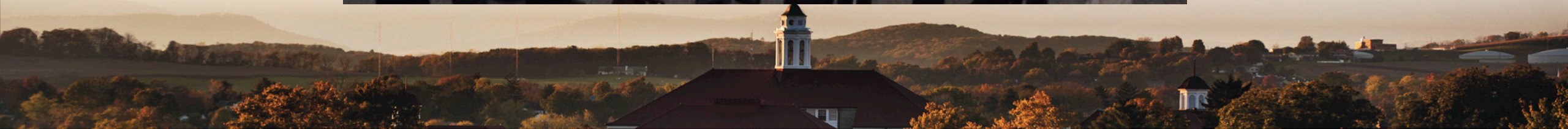
Making a Difference: Changing Nursing Students' Global Beliefs

- **Drs. Christine Argenbright and Julie Sanford JMU, USA**
- **Dr. Gwen Sherwood, UNC, USA**
- **Dr. Mariette Bengtsson, RN, BNSc, , Malmö University, Malmö, Sweden**
- **Drs. Maria Jimenez and Roser Ricomà, Universitat Rovira i Virgili, Tarragona, Spain**
- **Dr. Michiko Moriyama and Yumi Iwamoto, Hiroshima University, Japan**
- **Dr. Portia Jordan, Nelson Mandela University, Port Elizabeth, South Africa**
- **Lee Lui, Kingston University London, UK**





Nursing Leaders



Global Collaboration through INU

What is the INU?
Sharing International
Partnerships and
Experiences



2017 Nursing Leadership Meeting

- February James Madison University
 - Three days planning and mapping our workshop aims and activities
 - **Emphasis on patient safety and quality care**
 - **Maintaining global peace collaborative**



Research Question

- To what degree have students' beliefs and values changed due to participation in the nursing collaborative workshop.



IRB Approval

IRB approval was obtained and a pre-post-test mixed method design with a convenience sample of 21 English speaking international undergraduate and graduate nursing students



Nursing Workshop in Hiroshima, Japan

- Academic inquiry regarding patient safety and quality of care for nursing students to ensure quality of healthcare delivery in their future nursing practice
- Workshop embracing cultural diversity
 - Sharing stories
 - Cultural activities
 - Building friendships
 - Collaborative projects
 - Reflection



Lecture alone will not create change

- Learning for practice
 - Educators as coaches to guide students on content
 - Exchange ideas and model reasoning
- Teaching for practice
 - Subject centered classrooms
- Approach is trifold
 - Cognitive
 - Skill based
 - Ethics



Workshop Details

Program Day	Highlight of Cultural Activities
Day 1	Welcome Party and Joint sessions with the Peace group Sakagura visit
Day 2	Joint Session with Peace Group; Peace Memorial Day; Peace Memorial Museum Tour, A-Bomb Survivor presentation
Day 3	Peace Memorial Ceremony, Miyajima Trip, Lantern Ceremony
Day 4 &5	Quality information with QSEN focus
Day 6	Ikebana - Japanese art of flower arrangement
Day 7	Japanese Tea Ceremony
Day 8	Traditional Japanese Lunch
Day 9	Group Presentations

Kimono and Lunch



Peace Ceremony and Memorial



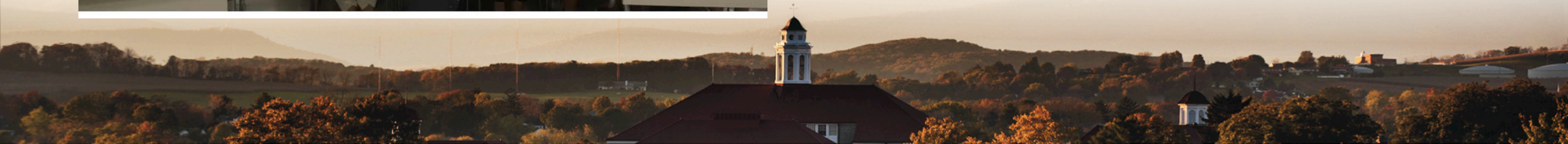
Sake and Lantern Ceremony



Traditional Japanese Tea



Ikabana and Miyajima Island



Research Purpose

Measure students' self-reported beliefs that reflect global competency and openness to cultural diversity



Measurement Tool

BEVI

Dr. Craig Shealy

- Beliefs, Events, Values Inventory
- Mixed method measure
- Evaluates who they are prior to the experience and measures how they change as a result of the experience



Aggregate Data

Openness and Receptivity to other cultures

Stereotyping

Self and emotional awareness

Strategies for making sense of why people do what they do



Quantitative Results

- T1 Prior to the Experience
- T2 After the Experience
- The group as a whole reported being more sophisticated in making causal explanations about why the world works in the way it does.



Comparison Percentages

- Basic Determinism - 40th to 30th percentile
- Religious Traditionalism - 26th to 20th percentile
- Sociocultural Openness - 74th to 80th percentile
- Ecological Resonance – 59th to 71st percentile



Qualitative Results

- *“Greater understanding and empathy for other’s”*
- ***“Being around an array of different cultures and ethnicities had the greatest impact on me”***
- *“It had a great impact to be able to know different cultures”*
- ***“I am excited about learning new cultures”***



Qualitative Analysis

- Statements from qualitative data analysis reflect greater understanding and empathy for others' perspectives and experiences and increased openness.



Final Group Picture



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